DOCUMENT RESUME

ED 275 794 UD 025 217

TITLE Initiative to Improve the Education of Disadvantaged Children.
INSTITUTION Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
PUB DATE 18 Feb 86
NOTE 21p.; Prepared by the Chapter I Project. For related document, see UD 025 221.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Compensatory Education; *Elementary Education; Exceptional Persons; *Language Acquisition; Learning Problems; *Parent Participation; *Reading Improvement; Reading Instruction; *Remedial Reading; Study Skills
IDENTIFIERS *Danville Public School District IL; Education Consolidation Improvement Act Chapter 1

ABSTRACT

The Danville, Illinois, District #118 Chapter 1 program is described in terms of: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; (15) using evaluation results for project improvement. The district's test results using the Gates-MacGinitie reading test are discussed. (PS)

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ED275794

INITIATIVE TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN

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Prepared by Chapter I Project
Danville Community Consolidated School District #118
Danville Illinois

February 18, 1986

UD 025217

SUCCESSFUL COMPENSATORY EDUCATION IDENTIFICATION PROGRAM

COVER SHEET

Local superintendent's or chief operating officer's name (Mrs., Miss, Ms., Mr., Dr.)

Dr. Don Pennington, Superintendent

Education agency's name Danville Community Consolidated School Dist. #118

Address 516 N. Jackson St.
Danville, IL 61832

Telephone number (217) 431-5440 Congressional district(s) 53rd

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Don Pennington
Superintendent's signature

Date 2/18/86

****

School principal or Chapter 1 coordinator's name as appropriate, (or other official responsible for program administration) (Mrs., Miss, Ms., Mr., Dr.)

Address Danville Community Consolidated School District #118
516 N. Jackson St.
Danville, IL 61832

Telephone number (217) 431-5440

Date of most recent State educational agency on-site review of project (for Chapter 1 submission) Jan. 30 & 31, 1986.

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Linda L. Meyer
Appropriate district official or Chapter 1 coordinator's signature

Date 2/18/86

Ia. DISTRICT INFORMATION

(Complete for the nomination of a State and local compensatory education program or a Chapter 1 project which operates in a local school district, unless the project is a State migrant education program. State agency programs should be described on page 4.)

A. District name Danville Community Consolidated School District #118

Name of contact person Ms. Linda L. Meyer

Telephone number (217) 431-5440

B. Descriptive information for the 1984-85 school year (as of March)

1. Total district enrollment 7045

2. Total number of classroom teachers 333

3. Grades or equivalent education span of district EC-12

4. What is the racial/ethnic composition of the student body in your district/agency?

.06	% American Indian or Native Alaskan
1.3	% Asian or Pacific Islander
2.9	% Hispanic
25.3	% Black, not of Hispanic Origin
70.2	% White, not of Hispanic Origin

5. Total population in school district 8433

6. In general, how would you classify the district?
Rural _____ Small town X
Suburban _____ Urban _____

7. What percentage of the students in your district comes from low-income families? 36.8 (Please indicate how you determined this number.)

The total population in the school district is divided by the number of children from low-income families (based on free and reduced lunch figures.)

8. Please describe briefly any significant changes that have occurred in these student figures during the last 3-5 years.

No significant changes have occurred during the last 3-5 years.

BEST COPY AVAILABLE

Ic. PROGRAM/PROJECT INFORMATION
(All programs must complete this section.)

A. Project title: Remedial Reading

B. Program category

Chapter 1 Basic Grants to local education agencies (LEAs) X
Chapter 1 Migrant Education _____ Section 141 _____
Section 143 _____

Chapter 1 Neglected/Delinquent _____
Chapter 1 Handicapped _____

State Funded Program _____
Locally Funded Program _____

C. Area(s) of service submitted

Reading X
Mathematics _____
Oral Language _____
Other Language Arts _____
Other (Specify) T-1 (Transitional First-Grade)

D. Number of children participating from public school(s) 610 (83-84) 496 (84-
and nonpublic school(s) 4 (83-84) 11 (84-85)

E. Grade level(s) or equivalent span of children receiving services K-8

F. Number of staff in the program/project. teachers 16
aides 3
School/Community Liaison Worker 1 volunteers 0
Parent Coordinators 3

Describe the average educational (level) background, e.g., degree, experience, training of the teachers and education aides in the State, local, or Chapter 1 project.

All teachers and aides have proper certification as required by the state; e.g.: sertified teachers with at least 18 hours of reading coursework and aides with 30 hours of teacher's aide training. The staff has a total of 75 years experience in the Chapter 1 Program.

G. School year(s) for which this program/project is being nominated (must include school year 1984-85). 1983-85

H. Estimated annual per pupil cost to conduct this program/project in school year 1984-85. $951.00

I. What are the primary educational needs of the particular group of students served by your program/project? Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

The primary educational needs of the students served by Chapter 1 are: a. the improvement of reading skills and b. the improvement of language development skills. These needs are determined by an assessment of teachers parents, and principals and by district test scores. The needs assessment is conducted yearly in addition to a program evaluation, both of which

J. Describe how students are selected for services.

SELECTION CRITERIA:

Reading Lab/Pull-out Program
1. Score below the 40th percentile on the Stanford Achievement Test.
2. Teacher, principal, or parent recommendations.

Transitional First-Grade
1. Score of 50-85 on the Brigance K & 1 Scre
2. Teacher recommendation
3. Teacher checklist

K. List the names of the schools or institutions participating in the program/project, and if it is an LEA project, the percentage of children from low-income families for each school during school year 1984-85.

(Use additional sheet if necessary.)

Name	Percent of children from low-income families
Lincoln Elementary School	85.0%
Northeast Elementary School	68.7%
Douglas Elementary School	67.3%
Meade Park Elementary School	53.5%
Daniel Elementary School	50.4%
Tilton Elementary School	44.9%
Garfield Elementary School	44.0%
Cannon Elementary School	39.5%
Edison Elementary School	23.9% (served the previous yea

II. PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. CLEAR PROJECT GOALS AND OBJECTIVES

a. Goals - Danville District #118 project goals include areas involving the student's entire well-being:

*1) To remediate all areas of reading skills/study skills necessary for the student to function successfully in the classroom.

*2) To improve the child's self-concept by providing opportunities for the student to meet success.

*3) To involve Chapter 1 parents in their child's educational program.

*4) To motivate students to read on their own - to have a desire to read.

Identification of Goals

These goals are identified through analysis of district test scores and a yearly needs assessment survey completed by Chapter 1 parents and teachers and district teachers and administrators, and are monitored through close communication with regular classroom teachers.

Communication of Goals

The Chapter 1 program is committed to communicating goals to parents, students, classroom staff and the community at all times:

Chapter 1 teachers work closely with the regular classroom staff by attending twice weekly unit meetings. (Classroom teachers are grouped in units according to primary or intermediate grades for planning curriculum, dealing with individual student problems, communicating administrative directives, and coordinating special programs.)

Chapter 1 teachers participate in parent/teacher conferences and complete and distribute progress reports/report cards on a regular basis.

Bi-monthly parent workshops/meetings are held.

Monthly Chapter 1 newsletters are distributed.

The Chapter 1 director, reading coordinator, parent coordinators, and school/community liaison worker communicate Chapter 1's goals through presentations to principals, teachers, PTAs and civic organizations.

b. Assurances of Goals

Monitoring and reinforcing the attainment of Chapter 1 goals is done by:

1) constantly updating/reinforcing goals through directives/discussions at monthly inservice meetings,

2) on-going diagnosis and prescription of student needs,

3) highly efficient and organized administrative procedures which include various kinds of information in student folders; e.g.: Student Information Sheet reports, Model A-1 evaluation forms, etc.

The director reviews pertinent information to ensure that objectives are attained and reinforced.

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

a. *Individual student planning and goal setting are a joint effort between the Chapter 1 staff and the regular classroom staff.

*Instructional goals are designed to reinforce/reiterate what is being taught in the regular classroom; checklists are used to provide information on the specific needs of individual students.

*Materials and learning packets are shared between the regular classroom teachers and the Chapter 1 staff. Chapter 1 teachers purchase materials for Chapter 1 students that are appropriate to correlate with classroom subjects.

All teachers - Chapter 1 and regular - use the same district curriculum guide assuring program integration. In addition, Chapter 1 pre- and post-test scores are discussed with regular classroom teachers and Chapter 1 progress reports are included in regular classroom teachers' quarterly reporting to parents.

b. Many opportunities are provided for the planning and coordination of the content/skills instruction between the Chapter 1 teacher and the regular classroom teacher.

All Chapter 1 teachers are considered an integral part of the school staff and are actively involved in the school's twice-weekly unit meetings. (See Communication of Goals).

Individual consultations are held daily with the regular classroom teachers before/after school, during lunch or planning time, or at the student's return to the classroom. At these times, diagnosis, prescription, and test scores are shared, progress is checked, and planning is done for the individual students.

Chapter 1 teachers share parent/teacher conferences with the regular classroom teacher which presents a "united front" to the parent.

This close communication between Chapter 1 and regular staff reinforces the coordination of services and directly benefits the student.

Chapter 1 and regular classroom teachers participate in district-wide inservice meetings and out-of-town workshops. Both are included on district-wide curriculum committees.

c. The Chapter 1 Program works cooperatively with the other special programs in the district. Because of the small-group instructional setting the Chapter 1 teacher is able to detect the need for a special education services and to make appropriate referrals/recommendations.

The Chapter 1 teachers also share ideas and materials with the LD and speech teachers.

Communication consistently occurs between the Chapter 1 and the school district's social workers.

*The individual building principals and the Chapter 1 director monitor the coordination of programs. Danville's Chapter 1 director is also the director of special programs and is knowledgable about all aspects of all programs.

3. PARENT/COMMUNITY INVOLVEMENT

*a. Danville District #118 Chapter 1 Program has an active and strong parent involvement program. Three full-time parent coordinators work with Chapter 1 parents, teachers and the community to:

1) Organize and conduct parent orientation meetings in each building at the beginning of the school term
2) Hold weekly workshops in the parent workroom on topics of various interest to parents
3) Hold a special workshop in the spring for evaluation of the program and to give input into the next year's program
4) Compose a monthly newsletter to parents
5) Compile handouts, booklets, and pamphlets designed specifically for parents to use with their children at home (i.e. phonics, colors, shapes, working with child, etc.)
6) Inform Chapter 1 parents of relevant issues connected with their child's education in District #118
7) Establish lines of communication between the parents and Chapter 1 and the district as a whole
8) Inform parents of community resources, social agencies, etc. to assist in the family's total well-being
9) Conduct surveys for Chapter 1 evaulation and feedback

10) Give workshops in the community informing parents as to how to become involved in their child's education.

11) Provide field trips (e.g., transitional first-grader's visit to the Indianapolis Zoo) in which parents volunteer to supervise the children.

*Community agencies such as Head Start, Department of Children and Family Services and Community Action are invited to participate in Chapter 1 activities and evaluation. Chapter 1 teachers were actively involved in the local Reading is Fundamental program which distributes free books to school-age children grades K-12.

b. Parents are invited to visit Chapter 1 schools and participate in daily classes and activities such as field trips.

Parents are inserviced on activities to use at home. Free books are provided for parents.

Parents are asked to listen to children read at home and to verify with their signature on a reading form.

c. Parents are invited to participate in parent/teacher conferences, held twice a year on a formal basis to evaluate their child's progress, and to help plan his/her future programs. Conferences are held at various times (school day, evening) to provide appropriate times for all.

Informally parents are always welcome to visit their childs' classes, teachers, and principals to help decide their childs' educational programming.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

a. *Chapter 1 Project conducts monthly inservice meetings which are held on the first Tuesday of each month after regular school hours (3:45 P.M.). All project staff members are involved. The inservice involves dissemination of information, exchange of ideas, demonstrations of testing and teaching techniques and speakers on various areas of reading, etc.

Chapter 1 presented STEP (Systematic Training for Effective Parenting) for parents of Chapter 1 students and STET (Systematic Training for Effective Teaching) for Chapter 1 teachers. Twelve parents participated in STEP and ten teachers in STET.

b. *Several Chapter 1 teachers have given presentations at the State Chapter 1 Conference and have spoken at local, county, and regional workshops. The staff is encouraged to attend local, county, and state workshops and conventions and to report back the ideas gained to Chapter 1 staff at the monthly inservice. Chapter 1 teachers also share this

information with regular classroom teachers during unit meetings and/or special staff inservices.

The project staff is encouraged to belong to professional reading organizations; i.e. Vermilion Valley Reading Council, Illinois Reading Council, and International Reading Association. Several Chapter 1 teachers are board members, officers or actively involved in committee work of the local reading council.

Due to Danville's geographic location, staff takes advantage of numerous courses offered by several nearby universities.

One staff member serves as a liaison between the Center for Study of Reading at the University of Illinois and Danville District #118. This teacher shares pertinent reading research information at Chapter 1 and district inservice meetings. The discussion at these meetings centers around implementing this information into effective teaching. An important item of note is that one of the outcomes was to provide teacher input in the recently published report Becoming A Nation of Readers.

Staff members are encouraged and permitted to observe other Chapter 1 teachers throughout the district.

In the spring of 1985 staff members visited a Chapter 1 project in Joliet to learn about a new reading lab program which is being implemented in three classes in this district this school year. In turn, several staff members from other districts have visited and observed Danville's program.

*Chapter 1 and district teachers have been involved in TESA (Teacher Expectations and Student Achievement) for the past three years. Teachers are trained in a TESA interaction model which results in their practicing supportive and motivating techniques with all students in an undiscriminating manner, thus resulting in the accelerated academic growth of the "perceived lows."

5. STRONG LEADERSHIP

a. The Chapter 1 director demonstrates strong instructional leadership in many ways.
   1) Is knowledgeable in the field of reading and supervises all areas of the Chapter 1 Program--hires staff, analyzes test scores, orders reading materials, and disseminates information to all publics including the community, staff, and Board of Education.
   *2) Encourages attendance at workshops and conventions to keep staff abreast of the latest developments in the field of reading
   3) Is flexible and open to new ideas
   *4) The director is visible--makes visits to the schools and is truly interested in the staff and the students
   5) Participates in and/or teaches special units in the project's reading rooms

The building principals regularly visit Chapter 1 reading rooms to observe and evaluate the Chapter 1 teacher. S/he meets with the Chapter 1 director at monthly principal/administrator meetings and is involved in the building unit meetings..

*b. The Chapter 1 staff meets regularly with the director at monthly Chapter 1 staff inservice meetings with full agendas. The staff receives pertinent memos from the director throughout the month.

c. The director speaks at local and state workshops and to civic organizations, PTA meetings, and Chapter 1 parent orientation meetings to explain the Chapter 1 program. The director is a member of various district and community organizations and periodically reports to the School Board regarding the Chapter 1 Program.

The director is a member of the Vermilion Valley Reading Council and Illinois Reading Council, International Reading Association and encourages her staff to become <u>involved</u> in these organizations.

The Chapter 1 director and members of the staff (the reading coordinator, the school/community liaison worker, and parent coordinators) present pertinent programs at the local Laura Lee Fellowship House, the community rooms in the low-income housing projects, and at local churches.

Transportation is provided through the Chapter 1 project for all meetings sponsored by Chapter 1.

6. <u>APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES</u>

a. Danville's Chapter 1 program is a pull-out remedial reading program. Class size is limited to a maximum of six students per each half-hour session with a total enrollment of 30-35 students. Classes meet 5 times each week.

There are three transitional first grade (T-1) classes for children who have completed kindergarten and are not ready for first grade. (T-1 program includes readiness skills and language/vocabulary development.) Each self-contained full-day class has 15 students, one teacher, and one teacher's aide.

b. There are several features that make the program unique:

*1) <u>Parent Program</u> - (Refer to Question #3--described in detail)

*2) <u>Parent Workroom</u> - This room, located in one of the district's middle schools, is a base for the parent program where informal and formal meetings are held. Parents are invited to drop in and talk with parent coordinators, borrow books/materials, make games, etc.

This room has been a part of our Chapter 1 program since the inception of the program in 1966.

*3) Uniform Testing Program - All Chapter 1 teachers initially administer the same diagnostic tests. Administering the same tests facilitates continuity throughout the program in the district. From these tests, diagnosis is made and individual student prescriptions are written. (Teachers have the flexibility to administer additional diagnostic tests if needed.)

*4) Uniform Record Keeping - The staff has devised several records which facilitate efficiency and accuracy in recording vital information.

The forms are: Student Information Sheet (SIS)
Student Profile Sheet
Permanent Student Record Card - included in student's cumulative school record.

(These records are all included in the student cumulative folder and are available in a handbook distributed to Chapter 1 teachers, parents, and buildings.)
Note: Bilingual (Spanish) forms are provided whenever necessary.

*5) Coordination with Regular School Program - (Refer to Question #2--described in full.)

*6) Annual Student Awards Night - A Student Awards Night is held in May to honor Chapter 1 students from each Chapter 1 school. The honored children receive a certificate for outstanding performance based upon their teacher's criteria. This criteria may include a required number of minutes of recreational reading, number of library books read, number of nursery rhymes memorized, perfect attendance, and positive improved behavior.

c. Several procedures are used to determine what materials, methods or approaches should be used with each student.

Diagnostic testing is administered for each student. Taking into consideration the student's grade level, his/her percentile on the Stanford Achievement Test (SAT) and the results of the diagnostic testing, the Chapter 1 teacher prescribes a suitable program (materials, equipment, and methods) for each student.

A consultation is held with the classroom teacher to gain further insight into the child and his/her unique situation.

Teachers also rely on current professional research to aid in their diagnostic prescription.

d. The materials, equipment, and methods used in the Chapter 1 Program are selected according to needs, the results of testing, the goals of program, and/or the students' learning style.

Some of the equipment used are:

Systems 80
Tape Recorders
Language Masters
Overhead Projectors
Computers - (1 teacher is piloting a computer program)

Other materials/methods used in the program are:

Supplementary materials in workbooks - phonics, comprehension, vocabulary
Language Experience Approach (LEA)
Directed Reading Approach (DRA)
Directed Reading Thinking Approach (DRTA)
Peer tutoring
Incentive awards (1,000 Minute Club)
Total class/small group instruction
Team teaching (where 2 Chapter 1 teachers are in same building)

e. *The development of study skills is incorporated into the Chapter 1 program on a daily basis by working closely with the classroom teacher.

The staff instructs the students (when applicable) on the use of maps, reference materials, use of glossary, index, and table of contents. They also teach test-taking procedures and how to study. Inservices are conducted for parents on good study habits.

f. Children are grouped for instruction by ability level, grade level, or scheduling timetables within the individual school buildings.

g. *The program provides a variety of activities to provide both a challenge and success to the students. Instructional machines (computers, Systems 80, tape recorders, language masters, etc.) are used as a change from the daily routine or as a reward. Reading incentive programs are conducted to provide a challenge to each individual student.

Field trips (i.e. farm, children's museum, zoo, public library, printing company) and culminating events at the conclusions of special units (i.e. Thanksgiving Feast) are additional examples of special learning activities.

Other special activities include making their own books (colors, shapes, etc.) making/wearing costumes, cooking, read-alongs and taping a lesson, viewing movies/filmstrips, and writing letters to pen pals.

h. Several procedures are used to determine the effectiveness of the materials, methods and approaches.

A pre- and post-test is given to each student to measure individual gains.

Teacher observation and communication with the classroom teacher regarding student's classroom progress/performance are also used as a determining factor.

Information from a longitudinal study and the needs assessments also aid in determining effectiveness.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

a. Chapter 1 students, along with the regular classroom students, are encouraged to participate in fine arts/creative writing contests such as the Young Author's Program and PTA's Reflections.

They also participate in various reading contests (i.e. number of books read, Minute Clubs, etc.) sponsored by the public library, the individual school building/classroom, or a local pizza restaurant's Book-it Contest.

b. *1) Chapter 1 teachers communicate positive expectations to all Chapter 1 students on a daily basis by verbal approval and TLC (tender loving care).

2) Most Chapter 1 classrooms contain charts, posters, or stars for outstanding academic achievement. Some teachers award "Chapter 1 Student of the Week".

*3) An awards ceremony is held at the conclusion of the school year for outstanding Chapter 1 students throughout the district.

4) Stickers, Chapter 1 pencils, free books, happy grams, etc. are also used to reward positive achievement and behavior.

5) All of these "rewards" are communicated to the classroom teacher and recognized by the regular classroom students.

c. Classroom teachers are encouraged to communicate positive expectations using many of the same self-esteem-building techniques as Chapter 1 teachers.

Classroom teachers have particpated in the TESA program (see #4.b.).

Several building principals and regular classroom teachers have attended the Chapter 1 Awards Ceremony (see 7b.#3) showing their support of the Chapter 1 program.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

a. Danville District #118 Chapter 1 project classrooms are orderly and well organized with systematic planning for each class.

The atmosphere is warm with a "no nonsense" attitude toward expectations for the students.

*Respect is shown for each student and teachers strive to concentrate on the positive attributes of the child to help improve his/her self-concept.

In this respect, the teachers receive encouragement and support from the Chapter 1 director, reading coordinator and their peers at the monthly inservice.

b. The Chapter 1 program stresses in each classroom the necessity for students to respect each other's differences, to demonstrate thoughtfulness, kindness, and politeness, and to be responsible for completing specific assignments.

The school/community liaison worker counsels with students and families to stress the importance of good hygiene, regular class attendance and fair treatment of others.

c. High morale is fostered in students through intra-mural sports activities; district-wide spelling contest where one school team is determined the winner; the Young Authors contest which provides awards at a district-wide reception; an award by building based on monthly student attendance; and honor rolls published quarterly in the local newspaper.

A bi-monthly newsletter is sent to the total district staff highlighting personal and professional achievements, presenting a monthly building staff attendance award, and recognizing various district achievements and activities. Yearbooks are annually dedicated to a teacher in a building. PTAs sponsor teacher appreciation luncheons. Danville Education Association gave an "apple for the teacher" during American Education Week.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

a. *Organization and planning are the key to the maximum use of the limited time spent in the Chapter 1 room.

Chapter 1 staff is highly organized and efficient.

Each teacher is required to have daily lesson plans.

Classes are conducted in a consistent, structured manner on a daily basis.

The use of student folders maximizes efficient use of student time. The folders contain copies of individual daily/weekly lesson plans for the student and the

instructional materials needed for the day's work. As the student enters class, he/she is personally responsible for getting his own folder and going directly to work. (Teachers report that individual responsibility and resourcefulness on the part of each student is greatly enhanced.)

Interest centers are provided for students who finish daily assignments.

b. *The Chapter 1 program emphasizes parental involvement in the child's educational program in order to insure that reinforcement of instruction is provided at home.

Workshops for parents are conducted by Chapter 1 staff.

Students are allowed to check out materials from reading labs to use at home.
Notes, happy grams, phone calls, and home visits are made.

Parents are often requested to sign notes or forms to be returned to school after working with their child.

10. CLOSELY MONITORED STUDENT PROGRESS

Various formal and informal procedures are used for monitoring student progress in the Chapter 1 project. Pre- and post-testing is completed for each student and this information is included in the project's longitudinal study.

Student progress is monitored by analyzing the results of standardized tests over a number of years.

Check lists are maintained and growth in certain skill areas is reflected on charts.

Progress reports are sent to parents quarterly.

Progress is also ascertained by teacher observation and feedback from other specialists/classroom teacher.

11. REGULAR FEEDBACK AND REINFORCEMENT

Students receive feedback daily through happy grams, verbal approval, stars/stickers, and TLC.

Feedback is provided to parents quarterly through written progress reports.

*The director requests each Chapter 1 teacher to contact the parent of a different child each week. This contact is to be of a positive nature done by phone, by note, or by visit. A parent contact sheet is included in each student's folder, and the teacher records each time she makes a parent contact (e.g. if 16 teachers each make 1 contact a week for 30 weeks - 480 parents are contacted in a year!).

*Opportunities are provided to meet personally with the parents at Chapter 1 orientation meetings, parent/teacher conferences, open house meetings or special Chapter 1 luncheons/workshops.

*Feedback to classroom teachers is an on-going process. It can be made daily when students come/return to class. The teachers also communicate at twice-weekly unit meetings.

12. EXCELLENCE RECOGNIZED AND REWARDED

a. Chapter 1 student progress and achievement are recognized and rewarded in the following manner:

Certificate at annual Chapter 1 Awards Night
Chapter 1 Student Button
Student of the week/month
Acknowledgement in Chapter 1 monthly newsletter
Acknowledgement in Intercom (school district personnel newsletter)
Acknowledgement in Blackboard Beat (column in the local newspaper)

b. A Chapter 1 teacher's progress toward excellence in teaching is noticed and rewarded in the following manner:

Verbal feedback/personal memos from director and/or building principal
Chapter 1 "Good Job" Button
Opportunity to share expertise at Chapter 1 inservices and at various state and local workshops
Acknowledgement in Intercom (school district newsletter)

13. EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

a,b. Chapter 1 staff use the following procedures for evaluating the effectiveness of the project design:

Evaluation questionnaires are sent to principals, Chapter 1 and classroom teachers, parents, and appropriate parochial school staff members. These questionnaires evaluate the overall effectiveness of the program including communication between classroom teacher and Chapter 1 teacher; location of classroom; adequacy of materials, support of principal, etc.

The most recent project evaluation was completed in March of 1985; evaluations take place in the spring of each year.

c. Parents and other members of the community are informed about the project's effectiveness in the following ways:

Articles in local newspaper
Articles in monthly Chapter 1 newsletter
Presentations at School Board meetings/PTA meetings/civic organizations

Workshops/Chapter 1 Christmas Luncheon and Spring workshop
Chapter 1 representation on various community and county boards
Presentations at local shopping mall
Videos on local TV channel

d. Evaluation results have been used to improve the design of the Chapter 1 project in the following ways:

Holding parent orientation meetings in the evening
Piloting reading lab program (student attends 1/2 day in Chapter 1 class--class changes quarterly)
Honoring classroom requests concerning scheduling
Implementing a Transitional First Grade Program
Relocating Chapter 1 rooms

III. The Danville Chapter 1 Program measures achievement gains using the Gates-MacGinitie reading test (1978 edition) on a fall pretest/spring post-test schedule. The tests are administered in accordance with the empirical norm dates for this test.

According to the Gates MacGinitie pre- and post-testing (see attachment #1), the Danville Chapter 1 Project appears to be most effective in the 2nd grade and the 8th grade.

Following are rationale to explain the following test scores:

1) Scores are higher in grade 2 due to that age group's overall excitement regarding school and the introduction to a new and innovative program; in grade 8 because students are preparing for high school.

2) Gains diminish consistently at the 4th grade level due to the change in test format. The Gates MacGinitie test changes to a multi-grade format combining grades 4, 5, and 6. 4th graders sometimes find this format to be both overwhelming and frustrating.

3) The fewest number of students are served in the 5th grade because concentration is on serving lower elementary grades, and fifth graders resist coming to the Chapter 1 lab as they are more sensitive to peer comments about being pulled out of the regular classroom.

4) The 1983-84 5th grade class has shown consistently lower performance than other classes.

5) The test scores for 1982-83 and 1983-84 show <u>increased</u> project mean NCE gains.

The following factors are perceived to be reasons for the decrease in the 1984-85 scores.

a) The Chapter 1 middle school (grades 6, 7, 8) program was eliminated due to a reduction in Chapter 1 funding for the 1984-85 school year.

b) The threat of a teachers' strike existed from August until November. Teacher contracts were not settled until the middle of November.

c) Due to Danville's high unemployment rate, the family lives of many Chapter 1 students revolve around economic survival rather than the pursuit of educational goals.

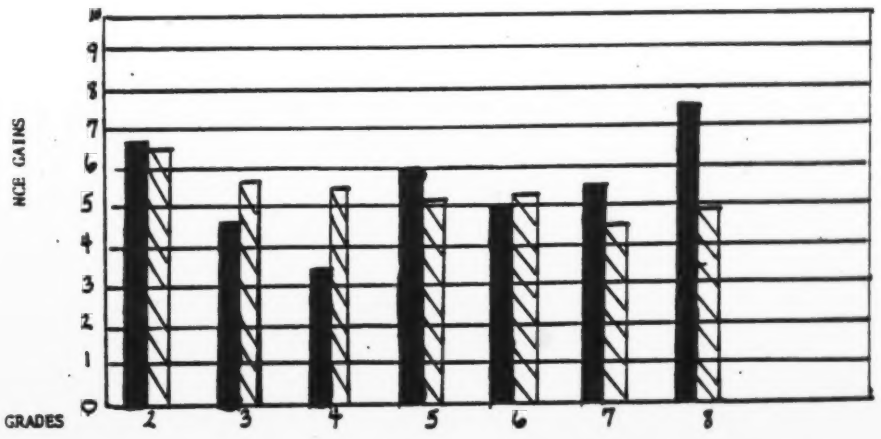
d) The Chapter 1 project functioned without a reading coordinator for most of the 1984-85 school year.

e) The Chapter 1 director was named Coordinator of Special Programs which increased her responsibilities thus usurping time previously devoted to Chapter 1.

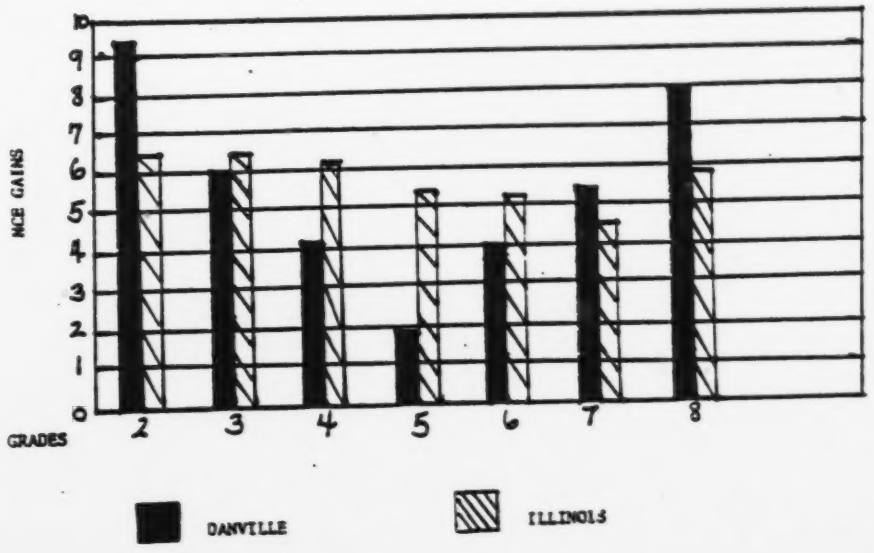
Attachment #1

CHAPTER 1 READING RESULTS FOR F-S TESTING

FY 1983 (1982-83)



FY 1984 (1983-84)



Following is a comparison of NCE gains from 1982-83 to 1984-85:

GRADE	TOTAL PARTIC-IPANTS	FALL PRETEST MEAN NCE	FALL PRETEST EQUIV-ALENT %ILE	SPRING POSTTEST MEAN NCE	SPRING POSTTEST EQUIV-ALENT %ILE	GAIN MEAN NCE GAIN
1982-83 SCHOOL YEAR						
2	98	*	*	*	*	+ 6.8
3	72	34.9	24%	39.5	31%	+ 4.6
4	77	31.6	19%	35.0	24%	+ 3.4
5	58	29.8	17%	35.8	25%	+ 6.0
6	49	30.2	17%	35.4	24%	+ 5.2
7	36	27.4	14%	32.9	21%	+ 5.5
8	39	29.9	17%	37.6	28%	+ 7.7
TOTAL PROJECT	429	*	*	*	*	+ 5.2
1983-84 SCHOOL YEAR						
2	114	37.6	28%	46.9	44%	+ 9.3
3	76	37.3	27%	43.3	38%	+ 6.0
4	69	32.6	20%	36.7	26%	+ 4.1
5	58	32.6	20%	34.5	23%	+ 1.9
6	31	34.1	23%	38.1	29%	+ 4.0
7	38	31.2	19%	36.8	27%	+ 5.6
8	63	24.5	11%	32.4	20%	+ 7.9
TOTAL PROJECT	449	33.3	22%	39.8	31%	+ 6.2
1984-85 SCHOOL YEAR						
2	131	40.7	33%	44.4	40%	+ 3.7
3	73	36.3	26%	41.0	34%	+ 4.7
4	74	38.8	30%	40.1	32%	+ 1.3
5	58	33.4	22%	37.7	28%	+ 4.3
TOTAL PROJECT	336	38.1	29%	41.5	34%	+ 3.4

*Original Rawcon scores for grade 2 were computed incorrectly. Missing figures on this chart were misplaced and only mean NCE gains are in local files.

NOTE: Rawcon automatically calculates a weighted NCE mean gain. All participants have valid scores.

An average of fifteen percent of the Chapter 1 students consistently return to the regular classroom each year. These educationally disadvantaged students are all showing positive gains as evidenced by the preceding mean district gains.

The progress of the 1985-86 first-grade students who attended the T-1 program in 1984-85 is being assessed using the following criteria:

number of students referred to special education
number of students determined eligible for special education
additional services received
reading group placement/grades
attendance
achievement test scores
promotion/retention

Presently 72% of the former T-1 students are receiving special services:Chapter 1 reading-20%; Speech-24%; Learning Disabilities-28%.

Placement in reading groups for 1985-86 is as follows:

4% - top reading group
12% - 2nd highest reading group
40% - average (at grade level)
44% - below average (low reading group)

NOTE: Due to the speed at which the 1984-85 T-1 program was implemented, the screening procedures for student selection were not as refined as anticipated. Many children with discipline problems and learning problems were placed in the T-1 program, which was implemented for the "slow learner".

Approximately 75% of all Chapter 1 students participated in recreational reading programs. In one building 60% of the total school enrollment participated in a recreational reading program sponsored by the Chapter 1 reading teacher.

Although statistical documentation has not been formally gathered, student attendance, attitude and behavior <u>are</u> enhanced through participation in the Chapter 1 program. In comments stated on the Chapter 1 surveys and needs assessments, classroom teachers, administrators and parents all noted a positive change in the students' attitudes toward reading.

<u>ADDENDUM</u>:

The additional questions which were incorporated into the <u>Initiative to Improve the Education of Disadvantaged Children</u> are encompassed in the body of this paper.